

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme: How We Organise Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; **economic activities and their impact on humankind** and the environment.

Central idea

The exchange of goods & services affects people's lives.

Summative assessment task(s):

Students will submit a business plan for a potential business enterprise. They will take into account set up costs, rent, staffing, customer base, location, supply & demand

Assessment Tools:

Teacher & student created rubric or checklist

Class/grade: Year 4

Age group: 9 – 10 years

School:

School code:

Title: **Markets & Trade**

Teacher(s):

Date: 6 October 2011 – 19 November 2011

Proposed duration: 6 weeks (including 2 weeks holidays)



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, **causation, change, connection**, perspective, responsibility, reflection) to be emphasized within this inquiry?

Related Concepts:

Supply & demand, needs & wants, value

What lines of inquiry will define the scope of the inquiry into the central idea?

- 1. How markets works (Connection)**
- 2. Supply & demand (Causation)**
- 3. How values are determined (Causation) and change (change)**

What teacher questions/provocations will drive these inquiries?

- 1. How do markets work?**
- 2. What is supply & demand?**
- 3. What are needs & wants?**
- 4. What are goods & services?**
- 5. How values of goods & services are determined and change?**

Provocations:

Games involving trading – Pit, Monopoly

Lemonade Stand Game - www.lemonadegame.com

Domed Building Art Activity

Ben Thanh & Cholon excursion (introduced needs & wants, goods & services, retails & wholesale)

Learner Profile Focus

Open Minded, Caring, Risk Takers

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

KWL charts to be done in groups,

Formative Assessment:

Student inquire into a local, regional, global or historical market and explain how it operates / operated. (KWL chart at the beginning to guide inquiry more effectively)

Students select how they will present their work. It must be uploaded to My VLE & will be conference with Mr E for assessment

Another?

Summative Assessment:

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Provocations

Domed Building Art activity – students must trade materials before they start activity as every group doesn't have enough to complete the activity

Pit Trading Game

Monopoly – students bring their own games from home

Markets Excursion – Venn Diagram work as follow

Break down Central idea, Lines of Inquiry, Concepts, LP & Attitudes (students work in groups to do this with each expert group sharing their understandings with the class)

Student questions with focus on Concepts

Introduce Inquiry Cycle

Look at world map & identify what would be bought in certain countries / regions and bring focus from global to regional to local. Consider things such as culture / religion (ie pork, beef), climate & economy

Homework assignments- listing items in the home and identifying needs and wants, listing items in the cupboard and identifying where they come from.

Google Map

Guest speakers from local businesses to talk to students – Vino, Organic, Al Frescos

Students formulate a series of 10 questions to use when interviewing other people about their business.

Set up class business – popcorn selling, movie theatre??

Students interview selected adults about their businesses. These interviews/ inquiries are to be recorded on mp3 or video that will be uploaded to My VLE so students can access other students' interviews

Watch documentaries / YouTube videos on trade, markets, money etc

Student inquires into the history of money, silk trade, fair trade, early explorers

Businesses – Steve Lanning, Andrew Masterton, Emil's father for clothing, Mrs Carter for lawyer / accounting, Mr Carlson factory, Viet Anh's father recording studio etc – loads of opportunities for the children to interview their parents. Other will be available for students such as Thor

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

Open Minded,- viewing a lot of the different produce in markets and being open minded about what other people do for a living and buy to eat in their houses.

8. What student-initiated inquiries arose from the learning?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes

More guidance to student inquiries. Check lists and conferencing with kids throughout unit.